

**Grantsburg School District  
2021-2022  
Charter School Authorizer Annual Report**

**SECTION I: AUTHORIZER INFORMATION**

<b>Authorizing Entity:</b>	Grantsburg School District
<b>Authorizer Address:</b>	480 East James Avenue
<b>Authorizer Contact Person:</b>	Josh Watt
<b>Contact Person Title:</b>	Superintendent
<b>Contact Person Phone:</b>	715-463-5499
<b>Contact Person Email:</b>	jwatt@gk12.net

**SECTION II: CHARTER SCHOOL INFORMATION**

*(Add additional lines or attach additional sheets, if necessary.)*

<b>Charter Schools Currently Under Contract in 2021-2022:</b>			
<b>School Name:</b>	<b>Charter School's Governing Board Legal Entity Name:</b>	<b>Contract Term Dates (7/1/20xx – 6/30/20xx):</b>	<b>Grades Served:</b>
iForward, INC	iForward Board of Directors	7/1/2022-6/30/2027	K-12

<b>Charter Schools with Non-renewed or Revoked Contract during 2021-2022:</b>			
<b>School Name:</b>	<b>Charter School's Governing Board Legal Entity Name:</b>	<b>Contract Term Dates (7/1/20xx – 6/30/20xx)*:</b>	<b>Reason for Non- renewal or Revocation:</b>

<b>Charter Schools that Closed During or at the Conclusion of 2021-2022:</b>			
<b>School Name:</b>	<b>Date of School Closure:</b>	<b>Contract Term Dates (7/1/20xx – 6/30/20xx):</b>	<b>Reason for Closure:</b>

<b>Charter Schools Currently Approved During 2021-2022</b>		
<b>School Name:</b>	<b>Charter School's Governing Board Legal Entity Name:</b>	<b>Contract Term Dates (7/1/20xx – 6/30/20xx):</b>

**Optional:**

<b>Charter Schools Petitions Received but not Approved during 2021-2022:</b>	
<b>School Name:</b>	<b>Charter School's Governing Board Legal Entity Name:</b>

### SECTION III: ACADEMIC PERFORMANCE OF CHARTER SCHOOLS

#### **Goal #1 Increased Student Learning in Reading.**

**At the completion of the 2021-2022 school year, 75% of students who are in 6-12 grade and who are enrolled and attending class three or more days per week in Reading Lab will increase their reading levels by a minimum of .35 grade levels for each quarter they attend for annual growth of 1.4 grade levels or higher.**

#### **Background information**

For the past two years, we have been unable to reach our reading goal. We used the Read Live Naturally Program and focused on attendance and student fluency. This year, we have changed to the Achieve 3000 program recommended by our special education director and we are focusing on several areas of reading including comprehension, decoding, and fluency all of which are included in the grade level measures.

#### **Action plan of activities designed to increase student achievement in reading.**

- *Provide teacher training and professional development reading techniques during department meetings, PLCs, and inservice times.*
- *Conduct STAR testing for all students and review for students in need of interventions at the beginning of the year or when the student enrolls in iForward.*
- *Use STAR data, Achieve 3000 data, and other data points in EduClimber to identify students needing RTI intervention.*
- *Implement the revised RTI (Response to Intervention) as designed by the reading specialist teacher.*
- *Teacher to model reading techniques with techniques changing in four quarters.*
- *Monitor Student Progress using a tracking system.*

#### **Measurable Indicators:**

- *Progress Reports based on Grades will be sent to parents and students weekly.*
- *Progress monitoring in the Achieve 3000 will be completed a minimum of monthly*
- *The students in need of Reading Lab will be re-evaluated quarterly.*

**Mid-Year Results:** 153 students were enrolled in Reading Lab, and 33 (22%) of them were not fully engaging with Achieve3000. Achieve300 suggests that students who use the program on a consistent daily basis will increase their reading levels by a minimum of .35 grade levels for each quarter they attend for annual growth of 1.4 grade levels or higher.

When taking a look at each quarter, we did not meet the goal of 75% of the engaged students meeting or exceeding their growth target for each quarter. For 1st quarter, we fell below our

goal with 44%. During 2nd quarter, our success rate moved up to 50% but still fell short of our goal. As of quarter 2, the average success rate between the two quarters would be 47%.

- Q1 – 44%
- Q2 – 50%
- Q1 & 2 combined average – 47%

We do not believe that Achieve3000, alone, will meet the needs of our students and that more direct instruction may be needed. We are considering using Achieve3000 as more of a tool among others so that we can really hone in on more of students' individual needs that are not being met by the program alone. We like Achieve3000, but we want to use it more effectively. We made a few small changes each quarter in hopes to see increased engagement and success. During 2nd quarter, we began modeling reading for the students 1-2 days a week and working together on an article as a class. This seemed to be effective, and we believe it will be even more effective with students placed in small groups who have similar reading levels. Towards the end of 3rd quarter, we grouped students by reading level and worked with them in small groups. This is something we would like to continue moving into quarter 4. Some suggestions/thoughts we have:

- Possible one-to-one work as well as small group work.
- Having students read aloud/record themselves reading so that we may hear their deficits
- More vocabulary instruction
- Increased writing instruction - (i.e. annotation, writing small paragraphs, paraphrasing/summarizing)
- Fewer articles per week with more direct instruction. (It would also allow more time to progress monitor with STAR and one-to-one conferences with students.)

### **End-of-Year Results:**

For Quarter 4, 104 students were enrolled in Reading Lab, and 36 (35%) of them were not fully engaging with Achieve3000. Achieve300 suggests that students who use the program on a consistent daily basis will increase their reading levels by a minimum of .35 grade levels for each quarter they attend for annual growth of 1.4 grade levels or higher.

We did not meet the goal of 75% of the engaged students meeting or exceeding their growth target for each quarter. For 4th quarter, we fell below our goal for success rate with 30 students (44%) seeing positive growth and 25 students (37%) seeing little to no change. 15 students did not retake the STAR test at the end of the quarter.

### **Year-End Summary:**

We did not include data for quarter three since not all students were requested to take the STAR test at the end of the quarter. This is something we will consider for next year in order to improve our data. We also feel that more professional development is needed to better utilize

our use of Achieve3000 as well as create a stronger curriculum to increase our success rate with student achievement in Reading Lab. Many of our reading teachers took different approaches to using Achieve3000, and more collaboration may be needed to discuss how to move forward. We also are struggling to determine how to meet the specific needs of each individual student. More professional development is needed for this, as well.

Though the data only reflected a 44% success rate in the improvement of STAR scores, we did see an increase in Lexile for students who had been in Reading Lab for more than one quarter and improved scores on student activities in Achieve3000 during 4th quarter. We believe that one quarter may not be enough time to see successful reading scores and would recommend students take Reading Lab for a semester rather than a quarter. We have also found that students who interacted with the article over a period of 2-3 days scored higher on the daily activities.

## **Goal #2 Increased Student Learning in math.**

**At the completion of the 2021- 2022 school year, 75% of students in grades 6-12 who are enrolled and attending class three or more days per week in Math Lab will experience growth that meets or exceeds their RTI program growth target as projected by the IXL intervention program from the beginning of the quarter to the end of the quarter.**

### **Action plan of activities designed to increase student achievement in math.**

- *Math RTI teachers will provide teacher training and professional development math techniques during department meetings, PLCs, and inservice times.*
- *Conduct STAR testing for all students and review for students in need of interventions at the beginning of the year or when the student enrolls in iForward.*
- *Use STAR data and other data points in EduClimber to identify students needing RTI intervention.*
- *Continue to implement the revised RTI (Response to Intervention) as designed by the math RTI teacher.*

### **Measurable Indicators:**

- *We will use the overall math levels in IXL to help us determine growth. Our goal is to see students raise their overall math level at least 40 levels per term.*
- *We will also evaluate the fall to Spring STAR math scores to review growth. The STAR math scores are not meant to be a determining factor in the goal, but provide supporting data.*

**Mid-Year Results:** We had 230 students enrolled in Math Lab with 48 (21%) of them not fully engaging. The average quarterly growth of the Overall Math Level in IXL for the 182 students that attended regularly was 89 levels which is equivalent to improving their math

skills by almost one full grade level, with the largest growth being 440 levels.

Looking at the individual quarters we surpassed the goal of 75% of the engaged students meeting or exceeding their growth target for the first quarter. In quarter 2 we were not able to maintain that success and fell below our goal. We did not meet the overall goal for the first semester with 70% of all engaged students meeting their quarterly goal.

- Q1  
-- 79%
- Q2  
-- 63%
- Year  
-- 70%

The largest change we made to the math lab this year was to add in Number Talks 3 days a week. We piloted this last year per a suggestion from the Wisconsin RTI Center to help build math processing skills. The students are responding to these well, but it does reduce the amount of time they spend in IXL and the number of skills they complete each week. We need to connect these number talks more closely to the skills identified in their test results.

### **End-of-Year Results:**

This year we had 462 students enrolled in Math Lab with 112 (24%) of them not fully engaging. The average quarterly growth of the Overall Math Level in IXL for the 350 students that attended regularly was 87 levels. This is equivalent to a 0.87 grade level improvement.

Looking at the individual quarters we surpassed the goal of 75% of the engaged students meeting or exceeding their growth target for quarters 1 and 3, we fell below the goal in quarters 2 and 4 and did not meet the overall goal for the year with 70% of all engaged students meeting their quarterly goal.

- Q1  
-- 79%
- Q2  
-- 63%
- Q3  
-- 78%
- Q4  
-- 59%
- Year  
-- 70%

The STAR Math test data was inconsistent with students not all taking the test at the same intervals. Students enrolled at least one quarter in math lab and took at least two STAR Math test this school year increased their STAR score by an average of 25 points based on the first

and last test taken.

One of the soft skills that we like to look at as well is the students' level of confidence in math. Of the 324 responses to the Math Lab feedback form, 265 students (82%) reported that their confidence level has increased since being in Math Lab.

### **Year-End Summary:**

We continued to use IXL this year along with adding Number Talks 3 days a week. The Number Talks take some time away from IXL, but let the students interact together with math and discuss different strategies. 4th quarter we made a change to the Number Talk with each teacher creating their own questions based on the skills identified from the class report for the STAR Math test. The teachers noticed a drop in student engagement with these questions and the focus tended to shift to a mini lesson vs a cooperative discussion of the math. We would like to continue the Number Talks next year, but frame them around the strategies and activities for building math fluency that were presented at the Wisconsin Math Council Conference. We would need professional development to help assist with this process.

The transition between quarters can be disruptive to student progress, with the continuing students losing momentum as we shift the focus to getting the new students acclimated to Math Lab and IXL. Having students enroll in the Math Lab for a semester would help alleviate some of these disruptions and have a more consistent working pattern. We also hope this would help keep students motivated through 2nd and 4th quarters since we would have already built the classroom and individual relationships.

**Goal #3 SSEP: To successfully reach student participation numbers and spaceflight experiments quotas for the National Center for Earth and Space Science Education.**

**A minimum of 300 iForward students will participate in the Student Spaceflight Experiment Program (SSEP). In addition, a minimum of 200 iForward elementary, middle, and high school students will participate in the SSEP Art "Patch" competition.**

### ***Steps to take to meet this goal:***

- *Q1 iForward MS classes will focus on SSEP and real-world experiment applications while Q1 iForward HS science classes will include SSEP and real-world science applications.*
- *iForward teachers who have made commitments to pursue the SSEP & Patch will be provided supports from the administration, school, and district as needed.*
- *Weekly progress reports from the iForward teachers will help guide the needs and challenges for students and teachers within the SSEP & Patch.*
- *iForward will provide an SSEP Writing Lab with an ELA teacher to provide*

*assistance to students writing proposals.*

- *Promotion of the SSEP and Patch contest will be an ongoing process during the school year.*

***Measurable Indicators:***

- *The number of overall student participants in both the SSEP and Patch contests*
- *The number of completed student-written SSEP proposals and the number of student Patch submissions.*
- *Validation by the NCESSSE of acceptable SSEP and Patch student submissions.*

**Results: 2021-2022 SSEP Data:**

Number of middle school students who participated in SSEP:

Andrea Konrath's classes: 105

Tammy Dymesich's classes: 93

Middle school student total: 198 students

Number of high school students who participated in SSEP:

Laura Kavajecz's classes: 47

Mark Dillely's classes: 91 Ryan Walsh's classes: 56

High school student total: 194 students

TOTAL PARTICIPATING STUDENTS: 392

Number of proposals sent to Carthage: 9

Number of SSEP patches completed: The Mission 16 Patch Project engaged 415 online students at the elementary, middle school, and high school levels. Students met the goal for the two-patch competition with 215 students in grades 8-12, and 200 elementary and middle school students participating.

**Year-End Summary:**

We exceeded our participation goals in both proposals and in patches. One experiment was selected for flight.

**Goal #4 Cultural Goal**

**iForward students will feel connected and will express a sense of belonging at iForward School. This will be determined by participation in clubs, reporting that they have connected to a staff member at iForward, and reporting that they feel like they matter to the staff at iForward.**

- **20% of their student body will participate in at least one club**
- **70% of students will feel like they've connected to a staff member at iForward**

- **95% or more of students will feel like they matter to the staff at iForward at the end of the school year.**

We feel more students are attracted to iForward and more students will keep their enrollment with iForward when they feel connected to the school. One of the cultural components of an enjoyable school experience is participating in school clubs. Another is making sure students feel cared about and having them feel connected to their teachers. At the end of the 2020-2021 school year, less than 100 students regularly participated in clubs (less than 10%). At the beginning of the 2021-2022 school year only, 56.1% of the 504 students responded that they feel connected to a staff member at iForward.

#### **Action Plan to increase iForward co-curricular participation:**

- *iForward will continue to develop staff and teacher relationships with students with the overall primary goal of increasing student participation rates in co-curricular activities and social events.*
- *Student advisors and guidance counselors will work with all students to encourage and monitor student co-curricular participation.*
- *iForward will launch newly created clubs involving both academics and competition.*
- *Student leaders will be selected from the newly created co-curricular programs to generate more student-led interest.*
- *Co-curricular activities will be highlighted more on student Facebook postings.*
- *Co-curricular activities will be more highlighted on the school's Webpage.*

#### **Measurable Indicators:**

- *The number of student participants in the clubs, programs, and social events will be tabulated and reported by teachers to the iForward administration.*
- *Students will be surveyed 3x per year.*

#### **Goal #5 Graduation Goal**

**75% of iForward students will graduate within four years.**

**85% of iForward students who have been at iForward for their entire high school career will graduate on time within four years.**

**50% of all students admitted to the credit recovery program will complete the program without being labeled a “dropout.”**

The graduation rate is a significant indicator of health and wellness well into adult life. iForward’s mission is to offer a pathway for all students, including those students who apply and who are severely credit deficient.

Past Data:

2020-2021 Seniors	Grade Level Started iForward							Total
	6	7	8	9	10	11	12	
<b>Graduate</b>	3	6	12	17	47	67	22	<b>174</b>
<b>Graduate as Second Year Senior</b>		1		1		1		<b>3</b>
<b>Moved out of State</b>							1	<b>1</b>
<b>Returned 21-22 as Second Year Senior</b>				1	4	3	3	<b>11</b>
<b>Third Friday Dismiss</b>			1		1	4	1	<b>7</b>
<b>Truancy Dismiss</b>		1		1		3	1	<b>6</b>
<b>Withdrew to Resident District</b>							1	<b>1</b>
<b>Total</b>	<b>3</b>	<b>8</b>	<b>13</b>	<b>20</b>	<b>52</b>	<b>78</b>	<b>29</b>	<b>203</b>

Students who are dismissed due to truancy or State Count Friday Dismissals are likely to become dropouts. If a student who is seventeen or older tells us they are changing districts, their district requests their records, and we send them to the new school, but the student does not start at that school, the student will count as a dropout for our school.

2020-2021 End of Year Credit Recovery Seniors	Grade Level Started iForward		
	11	12	Total
<b>Graduate</b>	2	2	<b>4</b>
<b>Returned 21-22 as Second Year Senior</b>	1	1	<b>2</b>
<b>Third Friday Dismiss</b>		1	<b>1</b>
<b>Truancy Dismiss</b>		1	<b>1</b>
<b>Total</b>	<b>3</b>	<b>5</b>	<b>8</b>

The data from the end of 2020-2021 school year shows that the students who came to iForward significantly credit deficient as to be placed immediately into credit recovery had a graduation rate of 50% at the end of the fourth year of high school. 25% is continuing at our school and may graduate. 25% were dismissed and are likely to become dropouts.

**Action Plan to increase iForward graduation rates:**

- *iForward will continue to develop the paths to graduation including both dual credit classes, general online classes, RTI support classes, and credit recovery classes.*
- *Students will develop a personalized path to graduation with the assistance of their school counselor and which will be monitored quarterly by the student and annually by the counselor.*
- *The GRIP team will focus on ways to increase our graduation rates.*

**SCHOOL DISTRICT OF GRANTSBURG**

**SECTION IV: FINANCIAL PERFORMANCE OF CHARTER SCHOOLS  
FISCAL YEAR ENDING JUNE 30, 2022**

<b>Section IV - Financial Performance of Charter Schools</b>		
	<b>Function Code</b>	
<b>Fund 10</b>		
Regular Curriculum	110000	909,232.61
Regular Curriculum	120000	2,645,197.70
CoCurricular	160000	55,177.20
Pupil Services	211000	9,989.86
Guidance	213000	343,818.31
Health Services	214000	-
Curriculum Development	221200	2,443.02
Instructional Staff Training	221300	77,529.29
General Administration	230000	15,869.69
Building Administration	240000	1,843,100.72
Fiscal	252000	-
Operation	253000	-
Maintenance	254000	26,432.36
Facilities Acquisition/Rental	255000	8,305.40
Central Services	260000	62,702.53
Insurance	270000	18,188.19
Interest	280000	-
Purchased Instructional	430000	237,117.85
Operating Transfer	411000	602,685.46
Technology	295000	-
<b>Total Fund 10</b>		<b>6,857,790.19</b>
<b>Fund 27</b>		
Special Education	150000	411,099.77
Guidance	213000	39,665.68
Instructional Staff Training	221300	1,053.86
special education director	223300	40,670.00
Purchased Instructional	430000	47,135.73
<b>Total Fund 27</b>		<b>539,625.04</b>
<b>GRAND TOTAL</b>		<b>7,397,415.23</b>

**SCHOOL DISTRICT OF GRANTSBURG**

**SECTION VI: AUTHORIZER OPERATING COSTS  
FISCAL YEAR ENDING JUNE 30, 2022**

Section VI Authorized Operating Costs - Indirect costs to the District to Monitor the School

<b>Operating Activity</b>		
Employee Salaries	100	85,093.01
Employee Benefits	200	5,889.65
<b>Total</b>		<b>90,982.66</b>

**SECTION VII: SERVICES PROVIDED TO CHARTER SCHOOLS  
FISCAL YEAR ENDING JUNE 30, 2022**

<b>Services Provided</b>		
Fiscal	252000	101,403.91
Operation	253000	3,320.35
Maintenance	254000	-
Central Services	260000	-
Insurance	270000	9,816.06
Purchased Instructional	430000	-
Interest	280000	4,011.11
Technology	266000	23,399.86
<b>Total</b>		<b>141,951.29</b>